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ABSTRACT

This guide is an ideabook for teachers of English as a Second Language (ESL) to adult students. The first three sections list, respectively, specific instructional techniques and class activities, suggested materials, and questions submitted by adult basic education instructors and answers to the questions. Appended materials, which constitute the bulk of the guide, include: a sample course fact sheet to be distributed to students at the outset of the course; a student questionnaire concerning student motivation, abilities, and needs; an ESL placement instrument; a sample lesson plan; a blank lesson plan form; a sample teacher-written story containing students' names; and sample activities and exercises for students. (MSE)

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IDEABOOK FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE IN ADULT BASIC EDUCATION

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TECHNIQUES AND ACTIVITIES

1. Write a fact sheet to hand out the first night of class. List your name and phone number (optional), and then tell what is offered in the class and what is expected from the students.

2. Let students help you decide whether or not to assign homework. Some students enjoy doing homework, and have time to do it. These students will be disappointed if they do not have assignments. You can give them an extra book to work with at home, assign some readings from the newspaper, assign trips to the library or ask them to write compositions about pictures from your picture file or pictures they find on their own.

   Other students cannot do homework because it is too difficult for them to work alone or they have home responsibilities which make it almost impossible to find time to do homework. Still others work such long hours that they don't have time or energy left over to do homework.

   One policy which seems to serve all students is to ask the students what their feelings are, then assign work to those who indicate an interest in it.

3. After the first class give the students a needs assessment. It can be either written or oral, depending on the students' ability. Use their answers to plan your activities and choose your materials.

4. Be warm and enthusiastic. Offer plenty of encouragement. Students will make more progress and be more willing to participate if the atmosphere in your class is friendly and accepting.

5. When students phrase a question wrong or pronounce words incorrectly, repeat what they have said back to them the correct way. For example, if a student asks, "What you are going to do?" you repeat back "What are you going to do?" Some students will naturally repeat it once more, the correct way. Others will listen to the model and make a mental note.

6. Encourage student participation on the board and the overhead projector. When going over a worksheet or composition, ask for volunteers to put their work on the board or the overhead. (Never force anyone to do this.)

7. Review and reinforce. It will be easy for students to forget what they have learned if they don't practice or use it again. Some of them live with their families and speak their first language at home. It is important to reinforce what they have learned by offering a periodic review. You can put words or phrases on the board and let them describe them or give definitions, or you can make a worksheet (similar to a test, but they have the option of working with a partner and using their notes and dictionary) to be completed in class.

8. Write stories about the students using their names and some of the new words they have learned. Students love to read about themselves and their classmates.

9. Be sure to offer lessons which explain holidays and customs to the students. They will be able to see the preparations for some of the holidays, and they will naturally be interested in the background explanation. Also, they will want to know what is an appropriate response or behavior during certain celebrations, what is expected of them (during Halloween, for example, they are expected to have candy in their homes to hand out to trick-or-treaters).

10. Plan more activities than you think you'll have time for, and always have some additional game or worksheet handy for use when you have finished a lesson earlier than you had expected.

11. No activity is going to meet the needs of every student in your class because their needs are different. Explain to your students that some of them need work on pronunciation, some need writing practice, some want help with spelling, some need to improve their aural comprehension, etc. Tell them that they will enjoy some of the activities very much and not be as interested in some of the other ones, but that it is necessary to offer a variety of lessons in order to try to meet the needs of everyone.

12. Encourage students to ask questions. Students in my classes can ask a question any time, but I also set aside a time at least once a week for the "Students' Question and Answer Period". During the week they write down new words or phrases that they see or hear at work, on television, at a neighbor's house, etc. Then, during the Question and Answer period, they ask, "What does hit the road mean?" "What does discriminate mean?" "When people ask me 'What's happening?' what am I supposed to say?" Put their new words and expressions on the board, and then explain to the class what the words mean and when they are used.

13. Be flexible. If you have planned a certain lesson, but during the opening discussion period students become very involved with the discussion, let them continue and postpone the written lesson until a later time. Sometimes students will come to class wanting to talk about something that has happened to them, and it's important to give them that opportunity.

14. At the end of each semester, ask students to fill out a questionnaire telling what parts of the class helped them the most, what parts they found least helpful, how they would change things if they were the teacher, etc. You will probably get very different responses from the students, but this is one way of finding out what parts of your class benefited the students most and what parts could be improved.

SUGGESTED MATERIALS

* One main lesson book. This will be the backbone of your instruction and you might do one page or lesson from this book each time the class meets. This text should offer a sequential program of English as a Second Language.

* A book of reading selections. This could be a collection of very short stories or anecdotes, or could be longer, more difficult stories, depending on your class. These stories can be used once a week or so to enrich the classroom experience and to further pronunciation skills, listening skills, and reading skills, and to broaden vocabulary.

* A book of idiomatic expressions. ESL students always need help with slang and idioms, and there are few sources for them to consult. If you provide them with information on slang, and explain where and when to use it, you will help them function in everyday life.

* A picture file. Go through old magazines and cut out all the pictures, especially those which show a group of people engaged in some activity. Mount the pictures on construction paper or tagboard, and you will have 'concrete referrents' -- visual representations of the things students will talk and write about. The picture file can be used for discussion, for writing and composition, and for explaining social and cultural activities.

* A three ring notebook. Use this notebook to keep your lesson plans and copies of worksheets handy. Whenever you hand out a copy of anything to your students, make another copy for yourself, punch three holes in it, and place it in your notebook. This way, you will have a record of what you have worked on previously, and next semester or next year you will have copies of the material ready to use with another group.

* Teacher made dialogues and stories. Once you get to know the students you can write sotries or dialogues using their names. If you actually go on an out-of-class field trip, write about it. If you don't do that, make up a story about the class taking a trip. Use students' names and new vocabulary words which you have studied.

* Newspaper articles. When you read a newspaper, be on the lookout for an article that would interest your class. (Human interest stories are very popular in ESL classes.) Copy the article, select new or difficult words, and present a lesson by explaining the meaning (and pronunciation) of the new word, then reading the article. You can then discuss the article or put questions about it on the board for students to answer.

* Overhead projector, pens and clear film. The overhead projector can be used several different ways in your classroom. You can write students' contributions on the transparency as they dictate to you (when working on a group paragraph). Or, you can make transparent copies of the worksheets you are

using and write in the answers. Focus the answers on a back wall so that students who finish early can check their work without disrupting those who are still working.

Still another use of the projector is to pass the transparency around to students who want to write their answers or questions. Then display it on the wall or the screen for the class to see.

* Posters - These are very helpful for group paragraphs and can be checked out from your local children's library.

* Everyday items. Clothing, kitchen utensils and toys are some of the things students can use to practice asking questions and describing actions. They can be used for Total Physical Response (Jorje, put the green sweater on Juan's desk. Ping, where is the blue truck? Olga, give Mauricio the spoon.)

* Copies of charts, schedules and other information sheets that students will need to understand or be able to read. For example, the help wanted section of your local paper may be important to the students in your class if some of them are looking for employment. TV and movie guides are other possible lesson ideas.

* Fun time materials. Games such as Password, Scrabble and Word Bingo help students learn their new language. A very simple game which students seem to really enjoy is called "What's in the bag?" Put an everyday object in a brown bag before you go into the classroom. Explain to the students that there is something in the bag and it is their job to guess what it is. BUT, they must ask questions ABOUT the contents of the bag instead of guessing if it is this or that. Show them how to say "Is it made of plastic?" instead of "Is it a salt shaker?" After they have asked many questions and you think they know what's in the bag, let them take turns guessing what it is.

* Magazine articles and short stories. Articles from magazines such as Life and People are suitable for some intermediate and advanced classes. Sometimes interesting articles can be found in children's magazines, too.

QUESTIONS FROM INSTRUCTORS

NOTE: The following questions were submitted by Adult Basic Education instructors from programs throughout New Mexico. Some were written, while others were posed during Technical Assistance sessions conducted at program sites.

1. WHAT KIND OF MATERIAL WOULD YOU SUGGEST TO START AN ESL STUDENT WITH? I would start with an informal assessment of the student's ability; most students are very nervous the first time they come to class. Make them feel at home and comfortable, then ask about their work, their families, where they are from, etc. Their answers should help you decide whether they should be in a beginning, intermediate or advanced class. I would choose a workbook on the student's level and some supplemental materials such as pictures from the picture file and stories from a short story collection. (If the students are absolute beginners, forget the stories at first. Use pictures from magazines and provide verb lists to increase their vocabulary.)

2. IS REINFORCEMENT NECESSARY? Reinforcement is very important. The learner needs to know that his efforts are being noticed by you. He needs an incentive to keep trying and to keep coming to class. The more comfortable and accepted the learner feels in your classroom, the more likely he is to risk speaking or writing in the new language, and the more likely he is to ask questions.

3. HOW DO YOU TEACH VOCABULARY? Vocabulary should be based on the students' world; that is, you need to work on words which are relevant to their work, family situations, social life, etc. One way to do this is to ask students to write down new words or phrases when they see them or hear them, and then to bring the new words to class so you can discuss them. When you teach composition using pictures, you are also working on vocabulary as you supply words for things in the picture that the students don't know.

4. ELABORATE ON TPR (TOTAL PHYSICAL RESPONSE). WHEN WOULD YOU USE THIS METHOD? WHY IS IT A GOOD METHOD? TPR was developed in California by a man named Asher. It starts with the teacher giving oral commands and the students following them. For example, the teacher says to a group of beginning students, "Stand up." The teacher models the idea as she says it, and the students follow the command. Then the teacher may say, "Turn to the left," and with some help, the students do that. The idea is that students will learn by seeing others do it, and will remember it better themselves when they have actively participated in answering the commands. It can be very useful when the class is enthusiastic and when they feel comfortable with each other and with the instructor. It can be <u>disasterous</u> when the students are uncomfortable or when the commands are too difficult.

For more advanced classes, TPR can be used to reinforce vocabulary (Jose, hand me the red sock. Anna, put the blue hat on the desk.) Very proficient classes can use this method to act out skits and stories.

The method should not be sued for a whole class period nor should it be used every time a class meets. One problem with this method is that some teachers learn about it and use it so much that the students become bored with it.

5. SHOULD AUDIO VISUAL MATERIALS BE USED? HOW OFTEN? Visuals are extremely important in ESL instruction. Dr. Steven Krashen, one of the current leaders in the field of TESOL, stresses the need for 'comprehensible input' (information that is understandable to the learner). Visual aids play an important role in making the subject understandable and helping students remember new material.

   Audio aids are a different matter. If you can find tapes or records which are clearly understandable and useful, use them to enrich your class presentations. If you can't find audio aids which do exactly what you want, it is better to use your own voice and record materials yourself. The speed of the recording, the speech patterns of the speaker, the accent of the speaker and the quality of the tape or record should all be considered when deciding to use an audio tape.

6. HOW IMPORTANT IS ORAL READING IN AN ESL CLASS? It's very important to offer students the opportunity to read orally sometimes in class, but it is equally important that you never force them to read out loud when they don't want to do so. As you develop rapport with the students, and as they become more comfortable, more and more students will volunteer to read aloud. However, you may have some who never want to read aloud, and I believe it is better not to force them to do it.

   It's also very important for you to read aloud to them periodically. In doing so, you are modeling pronunciation for them and giving them a chance to practice their aural comprehension.

7. SHOULD MORE THAN ONE METHOD BE PRESENTED TO STUDENTS? Your class will be much more interesting if you vary the pace by using different methods and techniques of instruction. Some students get more out of oral lessons, some learn best by writing and still others like dialogues and pronunciation practice. If you vary the instructional activities, you will meet more students' needs than if you use the same method of instruction all the time.

8. IS IT BENEFICIAL FOR THE STUDENTS TO HAVE MATERIALS WRITTEN IN THEIR FIRST LANGUAGE? Studies have shown that if students are presented with materials in both their first language and a second, target language, they tend to tune out the new language and focus instead on their first language. For this reason, it's not a good practice to provide materials in the first language on a regular basis. However, students should be

encouraged to use their dictionaries both in and out of class, and to consult other another student who speaks the same language if they have difficulty understanding a new word or phrase.

9. IF THE INSTRUCTOR IS BILINGUAL, SHOULD HE OR SHE USE BOTH LANGUAGES IN THE CLASSROOM? If you are fluent in the students' first language, and if all the students speak the same first language, then it may be helpful to explain or clarify certain points in the first language. But, for the same reason mentioned in #8, it is not advisable to provide bilingual instruction on a continual basis.

10. SHOULD AN INSTRUCTOR BE BILINGUAL IN ORDER TO TEACH ESL?
It is not necessary for a teacher to be fluent in the students' language(s) to teach ESL. One of the most often used methods of instruction in this field calls for the student to be immersed in teh target language, causing him to begin recognizing patterns and words and start forming responses in the target language.

Most ESL programs in this country serve students from a number of different backgounds, and it would be next to impossible to find individuals fluent in Spanish, Japanese, Korean, Yiddish, Polish, German, French and Portugese.

11. WHAT IDEAS CAN YOU OFFER REGARDING STUDENT MOTIVATION? Be warm and encouraging, make the students feel accepted and appreciated. Allow students to take breaks and get to know each other. Be flexible. Make the lessons as relevant and interesting as you possibly can. All individual expression. Encourage humor.

12. HOW DO YOU GET A STUDENT TO RESPOND ORALLY? HOW DO YOU GET A STUDENT TO SPEAK THE TARGET LANGUAGE (ENGLISH)? Encourage students to speak, and when they do, help them by filling in the words they don't know and by modelling back the correct pronunciation. When you use subjects and lessons about things that they are really interested in or really care about, you'll find that even the quiet students will want to participate. If they speak in their first language, model the question or statement back to them in English and ask them to repeat it.

13. IS INDIVIDUALIZED STUDY GOOD FOR ESL STUDENTS? ESL students can study spelling and sometimes grammar on their own, but it is generally much better to offer them instruction in groups or with an instructor. The interaction between two or more people helps further language acquisition. Working with people is more dynamic than working with books or machines. In a second language situation, a learner needs the sounds, interaction, expression and visual clues that only another human being can provide.

14. HOW DO YOU GET A STUDENT TO WRITE WHEN THEY CAN SPEAK ENGLISH?
Provide visual materials or situations that are so interesting that the students will want to express their ideas or opinions. For example, show a picture of a party, and ask the students what the people in the picture are celebrating. Or show a picture of children at school and ask what they are doing. Once you get to know your students, you will be able to choose materials that will be of special interest to them.

If students are at a fairly advanced level, you can give them provocative questions or story starters. For example, write: The most difficult thing about going to live in a new country is . . . and let them fill in the rest.

15. WHAT KIND OF STUDY SCHEDULE IS MOST SUITABLE FOR AN ESL STUDENT?
The student's situation (work, family responsibilities, age, other considerations) should determine what type of study schedule they set up. Some people are not able to spend any time at home working on schoolwork. Others have long hours by themselves and need some guidance about what to work on. Newspapers, radio and television all provide input and can be used by students to braoden their vocabulary and improve their listening and pronunciation skills.

16. HOW CAN YOU TELL IF A STUDENT IS LEARNING?
You can tell that your students are making progress by paying careful attention to their responses when you do periodic reviews. If they are quick with the answers and definitions, you know that they have learned the new material. If they display blank stares when you review the material, you will know that they didn't master it the first time it was presented.

APPENDIX

ADVANCED ENGLISH AS A SECOND LANGUAGE

Instructor: Marcie McKenzie

Class meets: Tuesday and Thursday evenings from 7:00-9:00 in Room 19

This class is set up to help you improve your English through a variety of activities. Some of these activities include:

* discussing and working lessons in the book which is provided by T-VI.

* composing group paragraphs on the board

* learning new vocabulary words presented by the instructor

* reading short stories or articles and discussing them

* playing games

* learning new idioms and slang expressions presented by the teacher

* practicing pronunciation.

Your participation is very important. In this class you are expected to:

* ask questions when you don't understand

* express your opinions during discussions

* display patience and tolerance towards your classmates

Each class period will have a few minutes devoted to new words or expressions brought in to class by the students. These could be expressions you have heard at work, words you read in the newspaper or a magazine, something you heard on TV, words from an advertisement or something someone said to you. When you are out in the world (working, snopping, at the movies, at a neighbor's, etc.) and you hear or see something you don't understand, write it down in a pocket notebook and bring it to the next class. We'll talk about the words and their meanings and uses.

If you need to speak to me privately, please do not be afraid to talk to me during the 10 minute break or after class.
WELCOME to my class. I am happy that you are here!

This questionnaire will help me understand what you want to learn. It will help me by telling me what is important to you.

1. Why do you come to this class?

____to learn to speak better

____to be able to understand spoken English better

____to be able to write English better

____to be able to do my job better

____to prepare myself to enter a GED class

____to prepare myself to enter a training program

____to prepare myself to enter college

____to be able to read English better

____to meet other students like myself

____other: _____

_____

2. How do you feel about homework?

____I have time to do homework and I want homework.

____I don't have time to do homework and I don't want homework to be a requirement of this class.

3. What would you especially like to study in this class?

4. What type of lessons help you most?

Student Needs Assessment

*. Do You Speak English	A Lot	A Little	Never
At home?	___	___	___
At the doctor's office?	___	___	___
At the food stores?	___	___	___
At the drugstore?	___	___	___
At school?	___	___	___
At the post office?	___	___	___
At the welfare office?	___	___	___
At the dentist office?	___	___	___
At the bank?	___	___	___
At the shopping center?	___	___	___
At parties?	___	___	___
At the gas station?	___	___	___
At church?	___	___	___
At a restaurant?	___	___	___
On a bus?	___	___	___
At a job?	___	___	___
On the telephone?	___	___	___
With your neighbor?	___	___	___
With your friends?	___	___	___
With your children?	___	___	___
With your manager?	___	___	___
With other students?	___	___	___

*Bitterlin, San Diego

2. I Need to Learn More English To

___ talk on the phone

___ go shopping

___ talk to the doctor

___ talk to the dentist

___ get a job

___ buy medicine

___ drive a car

___ order in a restaurant

___ open an account at the bank

___ talk at the post office

___ take the bus

___ talk to my children

___ talk to my neighbors

___ talk to my American friends

___ understand TV

___ read signs

___ read labels in the stores

___ read the newspaper

___ write applications

___ write letters

___ write checks for the bank

___ fill out tax forms

___ get insurance

___ talk with a lawyer

___ respond to traffic ticket in court

___ speak with the police

___ talk to my children's teachers

___ talk to my manager

TEXAS A&I UNIVERSITY
ESL PLACEMENT

ORAL ASSESSMENT

Directions: Introduce yourself, and engage your student in friendly conversation before you begin. Explain that the purpose of the assessment is placement and not an examination.

BEGINNING LEVEL

What is your name? ___
What is your address? ___
Are you married? ___
How many children do you have? ___
Where were your born? (Write in country) ___

INTERMEDIATE LEVEL

What day is today? ___
How long have you lived in this city? ___
Do you have a job? Where do you work? ___
What kind of work do you do? ___
What do you need to study? ___
(Check the appropriate items)
Speaking English_____
Reading English_____
Writing English_____

ADVANCED LEVEL

Did you attend school in your native country? ___
How long? (Write in years)
Have you studied English? ___
How long? (Write in years)
Why do you want to study English? ___
What do you do in your spare time? ___
Tell me something about your family. ___

TOTAL ___

From Gr ham, R. C. & Walsh, M. M. ADULT E UCATION ESL TEACHER'S GUIDE. Kingsville, Tx. The South Texas Adult Ed. Center, Texas A & I University.

LITERACY ASSESSMENT

Directions: Encourage your student to write the answer to the questions in the space provided. Repeat that this is not a test, rather it is an assessment of their current level of proficiency. They may answer the questions in English or their native tongue.

1. What is your name? _____
2. What is your address? _____
3. Are you married? _____
4. How many children do you have? _____
5. Where were you born? (Write in country) _____
6. What day is today? _____
7. How long have you lived in this city? _____
8. Do you have a job? Where do you work? _____
9. What kind of work do you do? _____
10. What do you need to study? _____
11. Did you attend school in your native country? _____
    How long? (Write in years) _____
12. Have you studied English? _____
    How long? (Write in years) _____
13. Why do you want to study English? _____
14. What do you do in your spare time? _____
15. Tell me something about your family. _____

LESSON PLAN FOR 3/21/85

1. Warm up activity: Discuss an upcoming holiday. Explain the customs and activities.

2. Review: Review new words and definitions from last week's lesson.

3. Lesson: Grammar and composition. Put this phrase on the board: Would you like a _____? Explain how it is used. Ask students to copy it and write their own examples. Discuss appropriate responses to this question. (No, thank you. Yes, please.) Have students practice asking each other questions with this construction and responding to it.

4. Question and Answer time. Ask students to put their new words on the board. Discuss the words and meanings. Be sure to discuss how and when to use the words and phrases.

5. Notes:

LESSON PLAN FOR _____

I. Warm-up activity

II Review:

III. Reading/Vocabulary

IV. Grammar/Usage

V. Listening skills

VI. Students Question and Answer Time

sample teacher-made story
containing students' names

THE CONTINUING ADVENTURES OF THE INTERMEDIATES

PART II

The intermediate class went on a wild goose chase Friday while trying to find the Royal Fork restaurant. Liang and Huong had recommended the restaurant to the other students. They said the food was very good and you could eat as much as you wanted.

Esmail volunteered to drive, but said he had to stop for gas before going to the restaurant. At first all the students started to go with him, but then Marcie pointed out that not everyone could fit in Esmail's car, so Ping, Liang and Huong agreed to ride with Marcie, Alejandro rode with James in his new truck, and Argelia and Ivan went with Esmail.

After the students got off the freeway on Eubank Marcie thought she saw the sign for the Royal Fork, so she turned off the street and went around the block. However, when everyone got to the sign they saw that it said Laundry, so they all had to get back on the street again. A few blocks away they spotted the Royal Fork and pulled in.

The restaurant is arranged buffet-style. Each person gets a tray and plates, then goes through the line and helps themselves. On Friday the Royal Fork served chicken salad, rolls jello, vegetables, fish, potato salad, fruit salad and enchiladas. The students could choose pop, coffee, tea or lemonade to drink.

Everyone sat together in the dining room. Alejandro amazed everybody by going back for seconds, then thirds, and even fourths! Esmail said he thought he ate a lot until he saw what the others ate. James saw a waitress who was doing a good job and asked her if she would like a job in a Chinese restaurant.

After everyone had finished eating their lunch one of the students discovered the ice cream machine. Everybody jumped up and ran to get ice cream. Then the manager came over to the table and talked to the students. He poured coffee in some of the students' cups. When Alejandro said, "Thank you," he answered, "Don't mention it."

When it was time to go the students were happy to find out that the lunch cost less than $4.00. Alejandro said he would come back again. Esmail told Alejandro that if he came back often he would force the restaurant to go out of business.

sample writing activity
for ESL students

Name _____

To "get mixed up" means to become confused. A person could get mixed up in a strange city or a new country. Dancers sometimes get mixed up when they are learning a new routine. People often get mixed up when they are learning a new language.

Think about a time when you were mixed up, either in your country or here in the United States. Write several paragraphs about that experience and your feelings at the time.

This is a special time because of the Chinese New Year. Ask Ping Fu, James, Liang and Huang to explain what that means. When they were in China and Taiwan, how did they celebrate the new year? What are they planning to do to celebrate the new year here in Albuquerque?

sample sheet explaining
holiday customs

How do people in Europe decorate Easter eggs?

Germans decorate empty eggshells. First they make a tiny hole in each end of a raw egg. Next they blow the egg out of its shell. Then they color the outside of the unbroken eggshell. Greek Christians exchange bright-red eggs. The people who live in the Ukraine (you-CRANE), a part of the Soviet Union, decorate Easter eggs with pictures. Some are of fir trees, bell towers, or chapels.

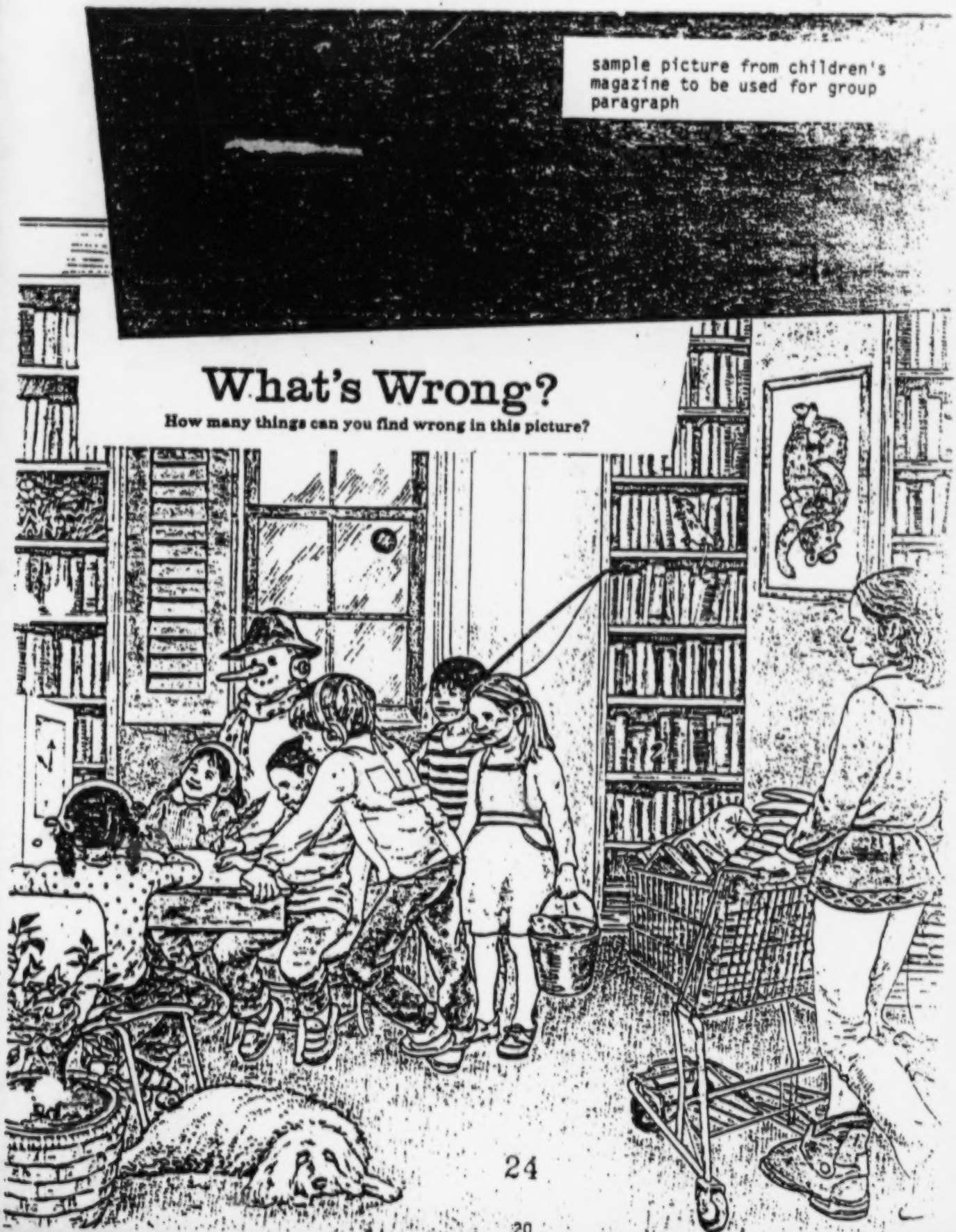
Why does the Easter bunny carry colored eggs?

In many cultures, the white hare—like the egg—stands for new life. There are many old stories about hares and eggs.

A German legend says that a poor woman once hid colored eggs in a nest. They were to be an Easter gift for her children. Just as the children saw the nest, a hare hopped away. So people said the hare brought the eggs.

Today people call the Easter hare the Easter bunny.

sample picture from children's magazine to be used for group paragraph



sample newspaper article

puzzles &
The Albuquerque Tribune, Saturday, June 9

bob august

Car-hiding weirdos can be frustrating

On a recent rainy night, my wife and I returned to an out-of-town motel, and I let her out at the door of our room and parked the car.

The next morning, making an early departure, we carried our bags to where I had parked.

It was a terrible shock. You always hear about these things happening to somebody else.

"Our car," I told my wife, "has been stolen."

"You're absolutely sure this is where you parked?" she asked.

"Absolutely," I said. "We might as well go back in and call the cops."

In a crisis, my wife can be irritating. She insisted, before we called the cops, on wandering around places in the lot where I hadn't parked.

She found our car in one of them.

"You're just getting to an age where you forget things," she said.

Forget things? Baloney. I know where I parked that car.

Also, I know what happened, and it has nothing to do with my getting old.

Somebody moved the car in the night. Don't ask me why. Don't ask me how, although they say even kids can unlock a car door with a hairpin in 17 seconds. All I know is that there are strange people wandering around. Maybe they think moving cars is funny.

This has happened to me before. One occasion was during a rainstorm outside the Rubber Bowl in Akron, Ohio, in 1956. Two people I'd offered to drive home searched with me for an hour, making rude remarks while water dripped off their clothes, before we found the car nowhere near where I had left it.

In succeeding decades, I twice had unpleasant experiences with my car being moved at shopping malls. One time I'd parked in the west lot and — my wife not being along to delay action — had gone directly to the security forces when the car wasn't where I left it. An hour later, while I still was berating the officer for the lack of citizen protection, the car was found in the south lot. Don't ask me how it got there.

My car often has been moved to different floors in multilevel parking garages, leading to exhausting searches. Usually an attendant who has the charm of a KGB interrogator says, "Hey, Mac, ya sure ya know where ya left it?" As if I'm an idiot.

Why would anyone perpetrate such elaborate hoaxes? Am I a special target, or are other people victimized, too?

When we were driving away from the motel where my car had been moved, I said to my wife, "There are a lot of weirdos out there."

"Probably one more than you think," she said reassuringly.

(Universal Press Syndicate)

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sample worksheet for newspaper article

VOCABULARY SHEET FOR CAR-HIDING WEIRDOS

New words:	recent	departure	terrible	absolutely
	crisis	wandering	hairpin	occasion
	searched	security	berating	interrogator
	perpetrate	elaborate	hoax	weirdo

Questions

1. What does the author mean when he says "baloney"?

2. What is a weirdo?

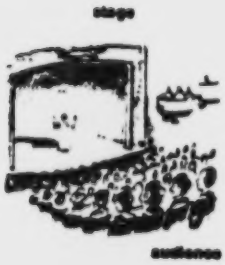
3. What do you think really happened?

4. Have you ever had an experience similar to the author's?

sample reading selection from an adult ESL reader. From Encounters by Paul Pimsleur, Donald Berger & Beverly Pimsleur. Harcourt Brace Jovanovich, 1980

THE SANTA FE OPERA

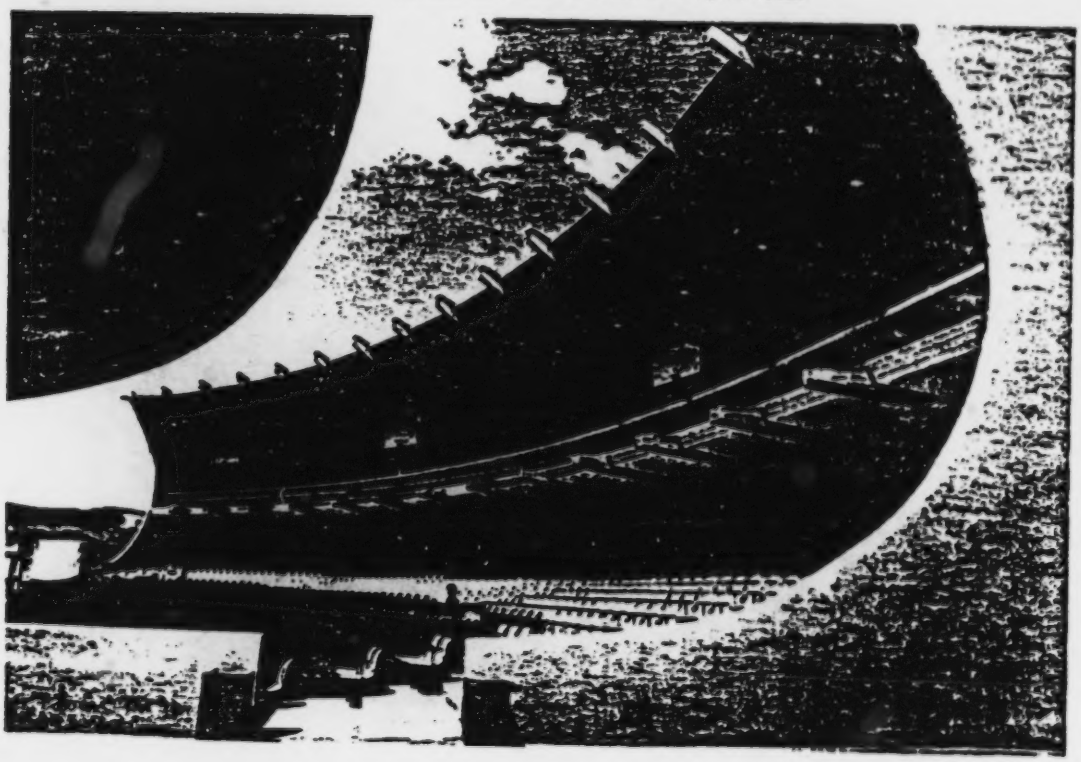
4



The opera house in Santa Fe, New Mexico, is one of the most beautiful in the United States. It is small and open, with one roof over the stage[a] where the singers perform and another roof over part of the audience.[a] This opera in the mountains is one of the best in the country, which may seem surprising because performances are only given during seven weeks in the summer, and because Santa Fe is a very small city.

One reason why the Santa Fe Opera is so good is because it attracts many excellent young singers. They all hope to sing in famous opera houses like the Metropolitan in New York someday, and they work hard to become well known during the sum-

The audience sits in this part of the opera house.

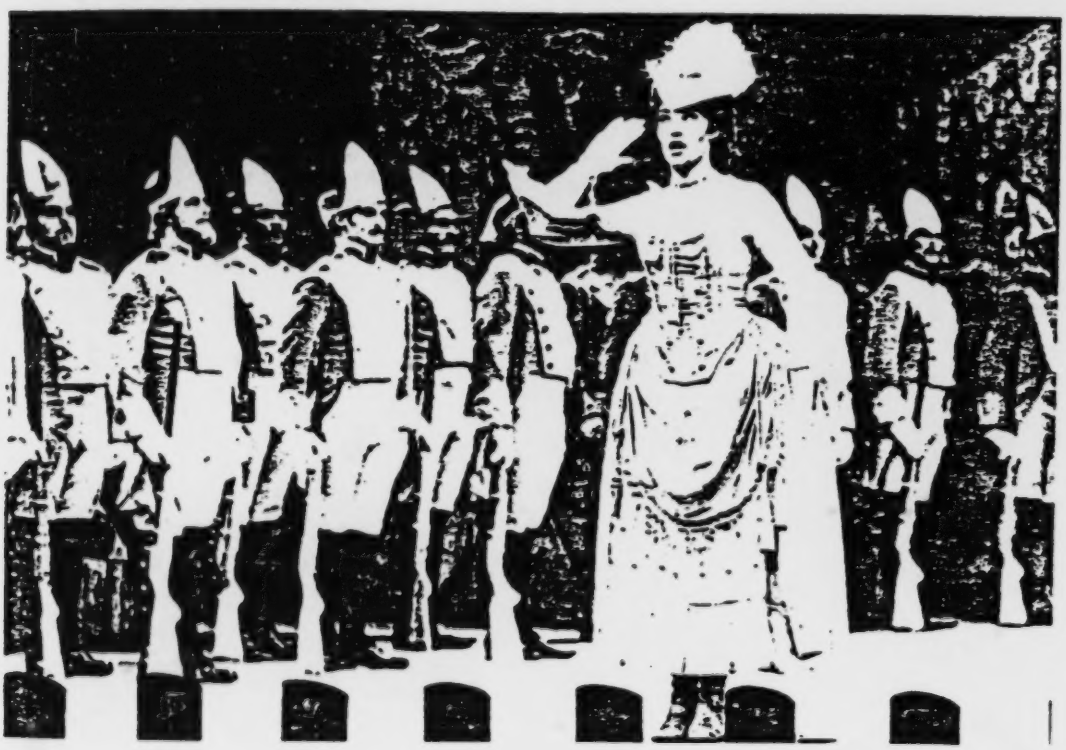


mer. The musicians and directors are experts who come from the best orchestras and operas in the country during their vacations. They enjoy working there because the music is always of the highest quality and because they like to live in Santa Fe, which is near both the mountains and the desert. It is very beautiful there in the summer.

The state government of New Mexico advertises° the Santa Fe Opera in newspapers all over the country, and a great many tourists come to New Mexico because of the opera. Still, most of the audience does come from Santa Fe and other nearby cities, and all the seats in the theater are sold for every show.

puts announcements about

Performances begin after the sun goes down.



There is only one thing that some people do not like about the Santa Fe Opera, and that is the cold weather. Because the theater is open, performances cannot start before nine o'clock in the evening (when the sun goes down), and then the mountain air becomes very cool. Sometimes people complain about the cold air, but because the operas are so good, these people come back again—wearing warm coats.

(308 words)

Adapted from *The New Yorker*

Exercises

Vocabulary

A *Supply the missing words.*

1. The Metropolitan is very well known; it is a _____ opera house.
2. People who don't like the cold _____ about it.
3. New Mexico wants to tell people about the Santa Fe Opera, and so it _____ .
4. I didn't think I would find such a good opera in Santa Fe; I was _____ to find one.
5. Many good musicians perform in the opera during their summer _____ .
6. People from New York who visit New Mexico are called _____ .
7. They are singing in Santa Fe now, but they hope to sing in New York _____ .
8. The operas in Santa Fe are excellent; they are of very high _____ .

B *Which of the following sentences or phrases have the same meaning as the model?*

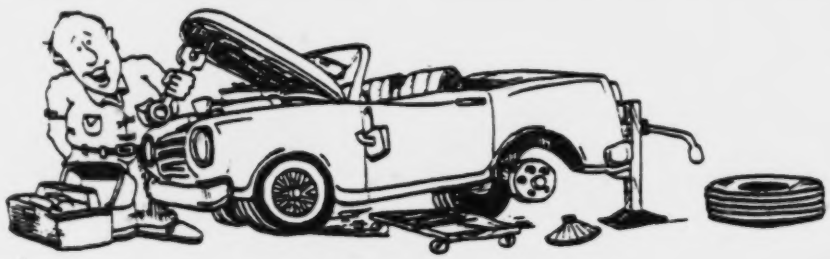
1. Sometimes people complain.
   a) People sometimes complain.
   b) Some people complain.
   c) In time, people complain.
2. Highest quality music.
   a) Music in the mountains.
   b) Opera.
   c) The best music.

sample worksheet from an adult ESL workbook. From Side By Side Book One by Steven J. Molinsky Bill Bliss. Prentice-Hall Inc. 1980.

I	am	
He / She / It	is	going to read.
We / You / They	are	

	am	I	
What	is	he / she / it	going to do?
	are	we / you / they	

Read and practice.



A. What's Fred going to do today?*

B. He's going to fix his car.

A. What are Mr. and Mrs. Brown going to do tomorrow?†

B. They're going to go to the beach.

*today includes:	†tomorrow includes:
this morning	tomorrow morning
this afternoon	tomorrow afternoon
this evening	tomorrow evening
tonight	tomorrow night

sample worksheet from an adult ESL workbook. From Side By Sid Book Two by Steven J. Molinsky Bill Bliss. Prentice-Hall Inc. 1981.

ON YOUR OWN

Complete this conversation and act it out with another student in your class.

IN THE DEPARTMENT STORE

A. May I help you?

B. Yes, please. I'm **looking for a** _____

A. What size do you wear?

B. I'm not sure. I think I take a size _____

A. Here's a nice size _____. How do you like (it/them)?

B. I think (it's/they're) a little too _____*
Do you have any _____s that are a little _____er?*

A. Yes. We have a wide selection.
Why don't you **look through** all of our _____s on your own and **pick out** the (one/ones) you like.

B. Can I **try** (it/them) **on**?

A. Of course. You can **try** (it/them) **on** { right here. / in the dressing room / over there. }

* fancy–plain (dull)
dark–light

STUDENT QUESTIONNAIRE

Please give me your honest opinions.

1. What parts of this class were most helpful to you?

2. What parts of this class did not help you?

3. If you were the teacher, how would you change the class?

4. Please rate the following as helpful or not helpful:

____reading lessons	____idiom lessons
____pronunciation practice	____working in pairs
____stories told by the teacher	____discussions
____newspaper articles	____dictation
____writing assignments	____dialogues
____Question & Answer periods	____group paragraphs

Other comments: